NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

DISTRICT INFORMATION	SCHOOL INFORMATION
District: VINELAND	School: Anthony Rossi Intermediate School
Chief School Administrator: DR. MARY GRUCCIO	Address: 2572 Palermo Avenue, Vineland, NJ 08361
Chief School Administrator's E-mail: mgruccio@vineland.org	Grade Levels: 6th through 8th Grades
Title I Contact: Dr. JoAnne Negrin	Principal: Tammy Monahan
Title I Contact E-mail: jnegrin@vineland.org	Principal's E-mail: tmonahan@vineland.org
Title I Contact Phone Number: (856) 794-6700	Principal's Phone Number: (856) 794-6961 EXT. 3305

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☒   I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Tammy Monahan   May 15, 2015

_____   _____   _____
Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held at least 10 School Planning Team, 5 PTO meetings, and 8 School Climate Team stakeholder engagement meetings.

- State/local funds to support the school were $ 5,917,258.57 which comprised 97.65% of the school's budget in 2014-2015.

- State/local funds to support the school will be $5,828,205, which will comprise 98.25% of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Rossi Retreat Student Transition Program and PTO/VEA Welcome Fair – purchased Rossi uniform polo shirts	#1-3	Students' transition to middle school and parental involvement	20-231-200-610-21-730 15-002687 NCLB Supplies	$685.24
Principal's List Dinner -purchased food	#1-3	Honoring student achievement	20-231-200-610-21-730 15-006726 NCLB Supplies	$616.00

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Tammy Monahan	Administrator	X	X	X	
Pam English	Classroom Teacher/ Grade level leader	X	X	X	
Stephanie Coia	Classroom Teacher/ Grade level leader/ Parent	X	X	X	
Wendy Koering	Classroom Teacher/ Grade level leader	X	X	X	
Cheryl Caporale	Classroom Teacher	X	X	X	
Nancy Iulg	Classroom Teacher	X	X	X	
Andrea Massaro	Guidance Counselor	X	X	X	
Steve Salvo	Guidance Counselor	X	X	X	
Kelly Stipes	Social Worker	X	X	X	
Kelly Williams	Support Staff- Clerical	X	X	X	

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
9/22/14	Rossi School	Program Evaluation	X		Meeting	X
10/20/14	Rossi School	Program Evaluation	X		notes	X
11/17/14	Rossi School	Program Evaluation	X		kept	X
12/22/14	Rossi School	Program Evaluation	X		on	X
1/26/15	Rossi School	Needs Assessment	X		file	X
2/23/15	Rossi School	Needs Assessment	X		in	X
3/23/15	Rossi School	Needs Assessment	X		binder	X
4/27/15	Rossi School	Plan Development	X		in	X
5/18/15	Rossi School	Plan Development	X		office.	X

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	**VISION STATEMENT** Our goal is to collaborate with community stakeholder to ensure a safe, creative, challenging, and nurturing environment. As educators, we promote the development of sound character, stimulate the desire for achievement, and contribute to our students' successes with respect to diversity in conjunction with the NJCCCS. This will ultimately empower our students to take their places as productive, contributing individuals in a global society.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

   All programs stated in the 2014-2015 Plan were implemented as noted by the results indicated in this report.

2. What were the strengths of the implementation process?

   The strengths, as indicated by recorded data, were stakeholder involvement in school programs and student attendance and improved achievement as a result of the Extended Day program.

3. What implementation challenges and barriers did the school encounter?

   Budgetary constraints to:
   a. purchase technology to support instruction, student use, and PARCC testing;
   b. provide PD opportunities and compensation for staff to adequately prepare documentation of the effectiveness of programs;
   c. provide programs to remediate students who are falling below level in math and ELA.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

   Some of the strengths were:
   a. Programs were research-based and there was participation and support from all stakeholders.
   b. Parental involvement family events as indicated by attendance data.
   c. Parent perception of the school based on parent survey data.
   d. Positive Behavioral Support Program, Rossi Rewards, involves all stakeholders and rewards students based on attendance, behavior, & grade criteria.

The weaknesses were budgetary constraints to:
a. purchase technology to support instruction, student use, and PARCC testing;
b. provide PD opportunities and compensation for staff to adequately prepare documentation of the effectiveness of programs;
c. remediate students who are falling below level in math and ELA.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

   The school programs that have been implemented are supported by the majority of stakeholders. The School Climate Team and PTO meet monthly and represent various stakeholder groups. Suggestions on school programs are brought to the SPT for discussion prior to implementation. The SPT informs all stakeholders in advance and obtains feedback on any new suggestions/programs to alleviate possible disruptions to the overall academic program, and to maximize buy-in prior to school program implementation. School-based PD is planned in collaboration with the school ScIP team after reviewing evaluation data. School programs and PD to be implemented are reviewed in advance with all staff during monthly staff meetings.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

   Feedback from staff indicates a generally positive staff perception of the school. Staff participation and involvement in school, family, and community programs indicates buy-in on programs implemented. District PD surveys indicate over-all favorable response to PD programs implemented.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

   School climate surveys were conducted throughout the school year primarily during parent conferences. Community survey results indicated over-all favorable responses to perception of school safety, communication, academic programs, teachers, administration, office staff, etc.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)

   The research-based programs with educationally supported best practices were supported by small group instruction, one-on-one/face-to-face instruction, and assisted, in whole or in part, by technology through tablets, desk tops, laptops, SmartBoards, and other types of technology.

9. How did the school structure the interventions?

School interventions were structured into the students' daily program through differentiated instructional strategies. Students receive other interventions through Peer Tutoring during SSR and Extended Day after school when possible. Teachers discuss student achievement during CPT and maintain an interventions spreadsheet to document interventions attempted. Students who are not responding to these interventions are referred to the I&RS team to discuss possible further interventions needed.

10. How frequently did students receive instructional interventions?

Depending on the type of intervention, students' participation in these programs ranged from daily to two or three times per week.

11. What technologies did the school use to support the program?

Research-based programs with educationally supported best practices were supported by small group instruction, one-on-one instruction, and assisted, in whole or in part, by technology through tablets, desk tops, chromebooks, laptops, SmartBoards, and other types of technology. Students utilized technology in the classroom for research papers, and skills practice with the IXL and Achieve 3000 programs.

12. Did the technology contribute to the success of the program, and if so, how?

There were increases in students' academics as noted by report card grades and standardized test scores. There is not data to support how much the use of technology contributed to the increases.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Interventions Provided (2014-2015)	Describe why the interventions *did* or *did not* result in proficiency.
Grade 6	57 as per NJASK4 and NJASK5 data	75 as per NJASK4 and NJASK5 data	57 as per NJASK4 and NJASK5 data	62 as per NJASK4 and NJASK5 data	44 as per NJASK4 and NJASK5 data	LEADS, Connected Math, Extended Day, I&RS, differentiated instruction, SIOP, data driven instruction from District benchmarks, IXL, SRI, & NJ ASK during CPT meetings.	-Multiple measures of data indicate improvement in student achievement. However, more than 50% of students enter Rossi School reading below grade level. It is difficult to make the necessary improvement for students to achieve proficiency on The NJ ASK. -RTI Math and LA teachers, and Math and LA coaches were cut 2 years ago due to budget constraints leaving no structured program for student interventions at the middle school level and no one assigned to guide teachers with data driven instruction. -Grade 6 is a transition year for students. There was a significant decrease in students who were partially proficient over the 3 years of middle school. -Attendance in Extended Day is not required therefore it is difficult to get students to participate on a regular basis.
Grade 7	59 as per NJASK 5 and NJASK 6 data	49 as per NJASK 5 and NJASK 6 data	71 as per NJASK 5 and NJASK 6 data	75 as per NJASK 5 and NJASK 6 data	57 as per NJASK 5 and NJASK6 data	LEADS, Connected Math, Extended Day, I&RS, differentiated instruction, SIOP, data driven instruction from District benchmarks, IXL, SRI, & NJ ASK during CPT meetings.	-Multiple measures of data indicate improvement in student achievement. However, more than 50% of students enter Rossi School reading below grade level. It is difficult to make the necessary improvement

							for students to achieve proficiency on The NJ ASK. -RTI Math and LA teachers, and Math and LA coaches were cut 2 years ago due to budget constraints leaving no structured program for student interventions at the middle school level and no one assigned to guide teachers with data driven instruction. -Grade 6 is a transition year for students. There was a significant decrease in students who were partially proficient over the 3 years of middle school. -Attendance in Extended Day is not required therefore it is difficult to get students to participate on a regular basis.
Grade 8	27 as per NJ ASK6 and NJ ASK7 data	36 as per NJASK6 and NJASK7 data	38 as per NJ ASK 6 and NJ ASK 7 data	41 as per NJ ASK 6 and NJASK7 data	33 as per NJ ASK 6 and NJ ASK 7 data	LEADS, Connected Math, Extended Day, I&RS, differentiated instruction, SIOP, data driven instruction from District benchmarks, IXL, SRI, & NJ ASK during CPT meetings.	-Multiple measures of data indicate improvement in student achievement. However, more than 50% of students enter Rossi School reading below grade level. It is difficult to make the necessary improvement for students to achieve proficiency on The NJ ASK. -RTI Math and LA teachers, and Math and LA coaches were cut 2 years ago due to budget constraints leaving no structured program for student interventions at the middle school level and no one assigned to guide teachers with data driven instruction. -Grade 6 is a transition year for students. There was a significant decrease in students who were partially proficient over the 3 years of middle school. -Attendance in Extended Day is not required therefore it is difficult to get students to participate on a regular basis.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Mathematics	2012-2013	2012-2013	2012-2013	2013-2014	2014-2015	Interventions Provided (2014-2015)	Describe why the interventions *did* or *did not* result in proficiency.
Grade 6	24 as per NJASK4 and NJASK5 data	29 as per NJASK4 and NJASK5 data	19 as per NJASK4 and NJASK5 data	26 as per NJASK4 and NJASK5 data	19 as per NJASK4 and NJASK5 data	LEADS, Connected Math Program, Rossi Extended Day, I&RS, data driven instruction from District benchmarks, SRI, & NJ ASK during CPT.	-Multiple measures of data indicate improvement in student achievement. However, more than 50% of students enter Rossi School reading below grade level. It is difficult to make the necessary improvement for students to achieve proficiency on The NJ ASK.

-RTI Math and LA teachers, and Math and LA coaches were cut 2 years ago due to budget constraints leaving no structured program for student interventions at the middle school level and no one assigned to guide teachers with data driven instruction.

-Grade 6 is a transition year for students. There was a significant decrease in students who were partially proficient over the 3 years of middle school.

-Attendance in Extended Day is not required therefore it is difficult to get students to participate on a regular basis. |
| Grade 7 | 54 as per NJASK5 and NJASK6 data | 36 as per NJASK5 and NJASK6 data | 40 as per NJASK5 and NJASK6 data | 36 as per NJASK5 and NJASK6 data | 25 as per NJASK5 and NJASK6 data | LEADS, Connected Math, Extended Day, I&RS, differentiated instruction, SIOP, data driven instruction from District benchmarks, IXL, SRI, & NJ ASK during CPT meetings. | -Multiple measures of data indicate improvement in student achievement. However, more than 50% of students enter Rossi School reading below grade level. It is difficult to make the necessary improvement for students to achieve proficiency on The NJ ASK.

-RTI Math and LA teachers, and Math and LA coaches were cut 2 years ago due to budget constraints leaving no structured program for student interventions at the middle school level and no one assigned to guide teachers with data driven instruction.

-Grade 6 is a transition year for students. There was a significant decrease in students |

							who were partially proficient over the 3 years of middle school. -Attendance in Extended Day is not required therefore it is difficult to get students to participate on a regular basis.
Grade 8	41 as per NJASK6 and NJASK7 data	52 as per NJASK6 and NJASK6 data	47 as per NJASK6 and NJASK7 data	50 as per NJASK6 and NJASK7 data	40 as per NJ ASK 6 and NJ ASK 7 data	LEADS, Connected Math, Extended Day, I&RS, differentiated instruction, SIOP, data driven instruction from District benchmarks, IXL, SRI, & NJ ASK during CPT meetings.	-Multiple measures of data indicate improvement in student achievement. However, more than 50% of students enter Rossi School reading below grade level. It is difficult to make the necessary improvement for students to achieve proficiency on The NJ ASK. -RTI Math and LA teachers, and Math and LA coaches were cut 2 years ago due to budget constraints leaving no structured program for student interventions at the middle school level and no one assigned to guide teachers with data driven instruction. -Grade 6 is a transition year for students. There was a significant decrease in students who were partially proficient over the 3 years of middle school. -Attendance in Extended Day is not required therefore it is difficult to get students to participate on a regular basis.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Pre-Kindergarten	N/A	N/A	N/A	Rossi Intermediate School does not house this grade level.
Kindergarten	N/A	N/A	N/A	Rossi Intermediate School does not house this grade level.
Grade 1	N/A	N/A	N/A	Rossi Intermediate School does not house this grade level.
Grade 2	N/A	N/A	N/A	Rossi Intermediate School does not house this grade level.
Grade 9	N/A	N/A	N/A	Rossi Intermediate School does not house this grade level.
Grade 10	N/A	N/A	N/A	Rossi Intermediate School does not house this grade level.

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency.
Pre-Kindergarten	N/A	N/A	N/A	Rossi Intermediate School does not house this grade level.
Kindergarten	N/A	N/A	N/A	Rossi Intermediate School does not house this grade level.
Grade 1	N/A	N/A	N/A	Rossi Intermediate School does not house this grade level.
Grade 2	N/A	N/A	N/A	Rossi Intermediate School does not house this grade level.
Grade 9	N/A	N/A	N/A	Rossi Intermediate School does not house this grade level.
Grade 10	N/A	N/A	N/A	Rossi Intermediate School does not house this grade level.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Interventions	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (outcomes must be quantifiable)
ELA	Total Population	LEADS, SRI, IXL, Achieve 3000	Yes	Multiple measures of data include: NJASK, SRI, IXL, Achieve 3000, District Benchmarks, report card grades	Multiple measures of data are analyzed during CPT to make decisions on instructional groups and educational programs.
MATH	Total Population	Connected Math, IXL	Yes	Multiple measures of data include: NJASK, IXL, Achieve 3000, District Benchmarks, report card grades	Multiple measures of data are analyzed during CPT to make decisions on instructional groups and educational programs.
ELA	Students with Disabilities	READ 180	Yes	SRI Data Multiple measures of data include: NJASK, SRI, IXL, Achieve 3000, District Benchmarks, report card grades	NJ ASK 2014: The Spec. Ed. subgroup did not make AYP or Safe Harbor in ELA.

Row 1 (ELA) measurable outcomes table:

NJ ASK ELA % Proficient	2014	2013	2012
Total Population	62.2%	61%	62.9%
Met Target Progress	No	No	No

Row 2 (MATH) measurable outcomes table:

NJ ASK Math % Proficient	2014	2013	2012
Total Population	70.3%	66.7%	66.9%
Met Target Progress	No	No	Yes

Row 3 (ELA) measurable outcomes table:

NJ ASK ELA % Proficient	2014	2013	2012
Total Population	23.9%	17.6%	23.6%
Met Target Progress	No	No	No

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Interventions	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (outcomes must be quantifiable)
MATH	Students with Disabilities	V Math	Yes	Multiple measures of data include: NJASK, IXL, Achieve 3000, District Benchmarks, report card grades	Multiple measures of data are analyzed during CPT to make decisions on instructional groups and educational programs. **NJ ASK Math % Proficient** — 2014 / 2013 / 2012 Total Population: 28.6% / 26.5% / 10.9% Met Target Progress: No / No / No Distrcit Benchmark Data 2013-2014: Teacher SGO data from District benchmark tests indicates that students made target growth.
ELA	Economically Disadvantaged	See Above:	Yes	Multiple measures of data include: NJASK, SRI, IXL, Achieve 3000, District Benchmarks, report card grades	Multiple measures of data are analyzed during CPT to make decisions on instructional groups and educational programs. **NJ ASK ELA % Proficient** — 2014 / 2013 / 2012 Total Population: 51.4% / 50.2% / 54.3% Met Target Progress: No / No / Yes
MATH	Economically Disadvantaged	See Above	Yes	Multiple measures of data include: NJASK, IXL, Achieve 3000, District Benchmarks, report card grades	Multiple measures of data are analyzed during CPT to make decisions on instructional groups and educational programs. **NJ ASK Math % Proficient** — 2014 / 2013 / 2012 Total Population: 62.4% / 56.6% / 58.5% Met Target Progress: No / No / No

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Interventions	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (outcomes must be quantifiable)		
ELA	ELL	See Above	Yes	Multiple measures of data include: NJASK, WIDA, SRI, IXL, Achieve 3000, District Benchmarks, report card grades	ELL's are assigned to another middle where ESL services are available. May 2015 – 4 students identified 2 Grade 6 1 Grade 7 1 Grade 8		
					NJ ASK	**2014**	**2013**	**2012**
					ELA	0 AP 0 P 3 PP 1 no scores	0 AP 0 P 3 PP 1 no scores	0 AP 0 P 3 PP 1 no scores
MATH	ELL	See Above	Yes	Multiple measures of data include: NJASK, IXL, Achieve 3000, District Benchmarks, report card grades	ELL's are assigned to another middle school where ELL services are available. May 2015 – 4 students identified 2 Grade 6 1 Grade 7 1 Grade 8		
					NJ ASK	**2014**	**2013**	**2012**
					Math	0 AP 0 P 3 PP 1 no scores	0 AP 0 P 3 PP 1 no scores	0 AP 1 P 2 PP 1 no scores
ELA	Homeless/ Migrant	See Above	Yes	Multiple measures of data include: NJASK, SRI, IXL, Achieve 3000, District Benchmarks, report card grades	16 students identified in May 2015		
					NJ ASK	**2014**	**2013**	**2012**
					ELA	0 AP 5 P 2 PP 9 no scores	0 AP 4 P 10 PP 2 no scores	0 AP 4 P 7 PP 5 no scores

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Interventions	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (outcomes must be quantifiable)			
MATH	Homeless/ Migrant	See above	Yes	Multiple measures of data include: NJASK, SRI, IXL, Achieve 3000, District Benchmarks, report card grades	16 students identified in May 2015			

Table within column 6:

NJ ASK	2014	2013	2012
Math	2 AP 4 P 0 PP 10 no scores	3 AP 4 P 7 PP 2 no scores	3 AP 5 P 3 PP 5 no scores

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies
Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
All Content Areas	Total Population	-District in-service -School-based in-service -CPT meetings -Faculty meetings -Vertical/Horizontal articulation meetings Topics include: Achieve 3000, IXL, NJCCCS, SIOP, SRI, School climate/HIB, Wired Differently	Yes	– CPT notes & feedback – Formal evaluations – Lesson plan reviews – PD survey results, – Walkthrough observations	Increased student achievement as a result of improved instructional practices as indicated by SGO data from SRI and District benchmarks, NJ ASK data, and other multiple measures analyzed.
ELA Math	Students with Disabilities	See above	Yes	See above	See above
ELA Math	Economically Disadvantaged	See above	Yes	See above	See above
ELA Math	ELL	See above	Yes	See above	See above
ELA Math	Homeless/Migrant	See above	Yes	See above	See above

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
All Content Areas	Total Population -Incoming grade 6, grade 7 & grade 8 students	Redistricting Open House 6/23/14	Yes	Attendance data compiled from sign in sheets.	-Attendance data: <table><tr><td>Attendance</td><td>2014-2015</td></tr><tr><td>Families</td><td>13</td></tr><tr><td>Total</td><td>33</td></tr></table>
All Content Areas	Total Population -Incoming grade 6 students -Returning grade 7 & 8 students	Rossi Retreat Student Transition Program & VEA/PTO Welcome Fair 8/13/14	Yes	Attendance data compiled from sign in sheets and feedback from survey.	-Survey data indicates that 100% of parents felt the Rossi Retreat program was helpful. -Attendance data: <table><tr><td>Attendance Rossi Retreat</td><td>2014-2015</td><td>2013-2014</td><td>2012-2013</td></tr><tr><td>Families</td><td>88</td><td>64</td><td>53</td></tr><tr><td>Total</td><td>216</td><td>164</td><td>155</td></tr><tr><td>Attendance Welcome Fair</td><td>2014-2015</td><td>2013-2014</td><td>2012-2013</td></tr><tr><td>Families</td><td>27</td><td>-</td><td>-</td></tr><tr><td>Total</td><td>54</td><td>-</td><td>-</td></tr></table>
All Content Areas	Total Population -Incoming grade 6 students -Returning grade 7 & 8 students	Open House & Orientation 9/2/14	Yes	Attendance data compiled from sign in sheets.	-Attendance data: <table><tr><td>Attendance</td><td>2014-2015</td><td>2013-2014</td><td>2012-2013</td><td>2011-2012</td><td>2010-2011</td></tr><tr><td>Families</td><td>254</td><td>232</td><td>-</td><td>155</td><td>169</td></tr><tr><td>Total</td><td>636</td><td>636</td><td>272</td><td>350 +</td><td>350 +</td></tr></table>
All Content Area	Total Population	Back to School Night 9/15/14	Yes	Attendance data compiled from sign in sheets.	-Attendance data: <table><tr><td>Attendance</td><td>2014-2015</td><td>2013-2014</td><td>2012-2013</td><td>2011-2012</td><td>2010-2010</td></tr><tr><td>Families</td><td>224</td><td>221</td><td>-</td><td>200</td><td>223</td></tr><tr><td>Total</td><td>456</td><td>455</td><td>375</td><td>450</td><td>450</td></tr></table>

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
All Content Areas	Total Population	Education Week Open House 11/18/14	Yes	Attendance data compiled from sign in sheets.	-Attendance data: 	Attendance	2014-2015	2013-2014
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Families	9	16
Total	10	21	
All Content Areas	Total Population	The Youth Alliance Assembly & Family Night Reggie Dabbs 12/1/14	Yes	Attendance data compiled from sign in sheets	-Attendance data: 	Attendance	2014-2015	2013-2014
---	---	---
Families	39	14
Total	95	21	
All Content Areas	Total Population	Health & Family Resource Fair 11/24/15	Yes	Attendance data compiled from sign in sheets	Attendance data: | Attendance	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Families MP1	184	183	-	-	-
Total MP1	306	321	307	194	156	
All Content Areas	Total Population	Parent Conferences 11/24/14 & 11/25/14 2/9/15 & 2/10/15	Yes	-Attendance compiled from sign in sheets -Parent survey administered	-Attendance data: | Attendance	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Families MP1	184	183	-	173	-
Total MP1	306	321	307	194	156
Families MP2	146	133	-	114	-
Total MP2	235	278	265	193	51	
All Content Areas	Total Population	VEA Pride Bash 12/4/14	Yes	Attendance compiled from sign in sheets	-Attendance data: | Attendance	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Families	23	24	-	26	16
Total	83	81	54	80	-	

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA/ Math	Total Population	"A Walk in the PARCC" Parent Meeting/ NJ ASK "Prep-Rally" "The Brain Show" 2/25/15	Yes	Attendance compiled from sign in sheets	-Attendance data: Attendance / 2014-2015 / 2013-2014 / 2012-2013 / 2011-2012 / 2010-2011 Families / 30 + / 48 / 16 / 15 / 20 Total / 60 + / 98 / 35 / 30 / 60
All Content Areas	Total Population	Multi-Cultural Night 2/27/15	Yes	Attendance compiled from sign in sheets	-Attendance data: Attendance / 2014- 2015 Families / 45 Total / 139
All Content Areas	Total Population – Grade 8	Grade 8 Parent Meeting 3/26/15	Yes	Attendance compiled from sign in sheets	-Attendance data: Attendance / 2014-2015 Families / 85 Total / 208
All Content Areas	Total Population	VEA Academic Showcase 4/22/15	Yes	Attendance compiled from sign in sheets	-Attendance data: Attendance / 2014-2015 / 2013-2014 / 2012-2013 / 2011-2012 / 2010-2011 Families / 33 / - / - / 43 / Not Total / 100 / 113 / 137 / 126 / Held
All Content Areas	Total Population	RAGS School Play 4/17/15 & 4/18/15	Yes	Ticket Sales	-Attendance data: Attendance / 2014-2015 / 2013-2014 / 2012-2013 Families / / Not / Not Total / / Held / Held

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
All Content Areas	Total Population *Students w/ all A's in at least one MP	Principal's List Dinner 5/14/15	Yes	Attendance compiled from sign in sheets	-Attendance data: <table><tr><td>Attendance</td><td>2014-2015</td><td>2013-2014</td><td>2012-2013</td><td>2011-2012</td></tr><tr><td>Families</td><td>68</td><td>57</td><td>52</td><td>50</td></tr><tr><td>Total</td><td>208</td><td>118</td><td>107</td><td>100</td></tr></table>
All Content Areas	Total Population	Spring Concert 5/20/15	Yes	Attendance compiled from sign in sheets	-Attendance data: <table><tr><td>Attendance</td><td>2014-2015</td></tr><tr><td>Families</td><td>TBD</td></tr><tr><td>Total</td><td>TBD</td></tr></table>
All Content Areas	Total Population	Talent Show 5/29/15	Yes	Attendance compiled from sign in sheets	-Attendance data: <table><tr><td>Attendance</td><td>2014-2015</td></tr><tr><td>Families</td><td>TBD</td></tr><tr><td>Total</td><td>TBD</td></tr></table>
All Content Areas	Total Population Grade 8	Grade 8 Evening Awards Ceremony 6/17/15	Yes	Ticket Sales	-Attendance data: <table><tr><td>Attendance</td><td>2014-2015</td></tr><tr><td>Families</td><td>TBD</td></tr><tr><td>Total</td><td>TBD</td></tr></table>
All Content Areas	Total Population Grade 8	Grade 8 Awards Ceremony 6/17/15	Yes	Attendance compiled from sign in sheets	-Attendance data: <table><tr><td>Attendance</td><td>2014-2015</td><td>2013-2014</td></tr><tr><td>Families</td><td>TBD</td><td>34</td></tr><tr><td>Total</td><td>TBD</td><td>50</td></tr></table>

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
All Content Areas	Total Population Grade 7	Grade 7 Awards Ceremony 6/18/15	Yes	Attendance compiled from sign in sheets	-Attendance data: | Attendance	2014-2015	2013-2014
---	---	---
Families	TBD	61
Total	TBD	93	
All Content Areas	Total Population Grade 6	Grade 6 Awards Ceremony 6/19/15	Yes	Attendance compiled from sign in sheets	-Attendance data: | Attendance	2014-2015	2013-2014
---	---	---
Families	TBD	65
Total	TBD	115	
ELA Math	Students with Disabilities	See above	See above	See above	See above
ELA Math	Homeless	See above	See above	See above	See above
ELA Math	Migrant	See above	See above	See above	See above
ELA Math	ELLs	See above	See above	See above	See above
ELA Math	Economically Disadvantaged	See above	See above	See above	See above

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☒   I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Tammy Monahan   5/15/15
_____   _____   _____
Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)]   that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)		
Academic Achievement – Reading	Multiple measures of data include: NJASK, SRI, IXL, Achieve 3000, District Benchmarks, report card grades	**ESEA Waiver – School Performance ELA**		

ESEA Waiver – School Performance ELA

NJ ASK ELA % Proficient	2014	2013	2012
Total Population	62.2%	61%	62.9%
White	74%	70.4%	71.7%
Black	55.5%	50.5%	51.5%
Hispanic	50.2%	54.2%	54.4%
Spec. Ed.	23.9%	17.6%	23.6%
Econ. Dis.	51.4%	50.2%	54.3%
Subgroups met Target Progress w/confidence interval applied	None	Hispanic	Black Hispanic Spec. Ed. Econ. Dis.

Academic Achievement - Writing

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)		
Academic Achievement - Mathematics	Multiple measures of data include: NJASK, IXL, District Benchmarks, report card grades	**ESEA Waiver – School Performance Math**		

ESEA Waiver – School Performance Math

NJ ASK Math % Proficient	2014	2013	2012
Total Population	70.3%	66.7%%	66.9%
White	79%	78.3%	77%
Black	60%	53.2%	50%
Hispanic	63.1%	59.3%	59.8%
Spec. Ed.	28.6%	26.5%	10.9%
Econ. Dis.	62.4%	56.6%	58.5%
Subgroups met Target Progress w/confidence interval applied	Black Hispanic	Black Hispanic	Total Black Hispanic Econ. Dis.

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
Family and Community Engagement	-Sign in sheets & attendance data for parent & family events -Parental survey results -PTO meeting sign-in sheets & involvement in school functions	-Parental attendance data indicated that parental involvement overall has increased and parents perception of the school and activities was positive. -Parent attendance and involvement at these meetings allowed staff to address needs in regard to academic achievement, school climate, health & family resources, student transition, etc.
Professional Development	-PD survey results -PD participation data -Feedback from staff during CPT and faculty meetings	- PD surveys results indicated that staff was pleased with the PD offered and that the PD offered was valuable and pertinent to needs. -On-site professional development was utilized extensively and will continue to play a vital part of professional development as fiscal restraints increase. -CPT meetings have proven meaningful and teachers have been able to plan effectively with other teachers in the same grade level/content area. CPT feedback has been positive. -Peer Shadowing was used during CPT. Participants shared successful strategies observed with other staff members. Participants agreed that the PD should be

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		continued. -Summer workshops were not held due to cut in funding.
Leadership	Parental Survey Data	According to parental survey data, the Rossi administration is approachable and families feel welcome at the school.
School Climate and Culture	-Parental Survey Data -Attendance and participation in dances, after school activities and clubs. -Participation community service projects.	-According to parental survey data, parents feel that the school is safe, their child receives a quality education, the staff and administration is approachable, and they feel welcome in the school. -Attendance data and sign in sheets are maintained to document staff, student and family participation in school related functions including evening programs and community service projects. These functions help students feel a sense of belonging and pride in the school. Data on attendance indicates that overall participation is good, but we are always searching for ways to improve in this area. -Students participated in various school-wide community service projects and collecting toys for the Toys for Tots campaign, sending holiday cards to our service men and women, and raising funds for the JDRF, United Way, Josh the Otter. These types of activities promote a positive school culture and climate amongst the staff, students, and the community.
School-Based Youth Services	N/A	N/A
Students with Disabilities	Multiple measures of data include: NJASK, SRI, IXL, Achieve 3000, District Benchmarks, report card grades	-2014 teacher SGO data based on SRI and District math benchmark data indicates that students met target growth objectives set by teachers to achieve effective ratings. -2014 NJ ASK results indicate that the Spec. Ed. subgroup did not make target progress in ELA or math. -2013 NJ ASK results indicate that the Spec. Ed. subgroup did not make target progress in ELA or math. -2012 NJ ASK results indicate that the Spec. Ed. subgroup did not make target progress in ELA, but did make target progress in Math.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)		
Homeless Students	Multiple measures of data include: NJASK, SRI, IXL, Achieve 3000, District Benchmarks, report card grades	16 homeless students identified in May 2015		
		NJ ASK 2014	2013	2012
		ELA: 0 AP, 5 P, 2 PP, 9 no scores	0 AP, 4 P, 10 PP, 2 no scores	0 AP, 4 P, 7 PP, 5 no scores
		Math: 2 AP, 4 P, 0 PP, 10 no scores	3 AP, 4 P, 7 PP, 2 no scores	3 AP, 5 P, 3 PP, 5 no scores
Migrant Students	N/A	N/A		
English Language Learners	N/A	-English Language Learners are assigned to another middle school in the district where services are available. -4 ELL students were identified as ELL in May 2015.		
Economically Disadvantaged	Multiple measures of data include: NJASK, SRI, IXL, Achieve 3000, District Benchmarks, report card grades	-2014 NJ ASK results indicate that the Economically Disadvantaged subgroup did not make target progress in ELA or Math -2013 NJ ASK results indicate that the Economically Disadvantaged subgroup did not make target progress in ELA or Math. -2012 NJ ASK results indicate that the Economically Disadvantaged subgroup made NCLB target progress in both ELA and Math		

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its needs assessment?

   The needs assessment was accomplished through discussions and analysis of data during faculty meetings, CPT meetings, SPT meetings, SCT meetings, and ScIP team meetings. Numerous areas of the school operation are examined to determine where we currently are and where we want to be going. Strategies, programs, policies, procedures etc. are developed and/or refined, to address the needs.

2. What process did the school use to collect and compile data for student subgroups?

   Administrations works with various subgroups during SPT meetings, SCT meetings, CPT meetings, ScIP team meetings, PTO meetings, to analyze test results and trends to determine student needs and achievement gaps. Teacher assessments and benchmark data are collected and reviewed collaboratively during CPT each week throughout the school year.

3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? [1]

   The collection methods are sound since we use not only state data but also other research based collection tools such as SRI and District Benchmark data. Teachers use running records of student achievement and collaborate to address student needs. Portfolios, report cards and assessments are also used.

4. What did the data analysis reveal regarding classroom instruction?

   Although some gains were made the district is continuing to adjust the Special Education curriculum to reflect the regular education curriculum. Also, the district and school continue to offer the teachers training in helping them to correlate academic planning with student strength and weaknesses.

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[1] Definitions taken from Understanding Research Methods" by Mildred Patten
   Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyrczak Publishing

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

The data revealed that the staff and administration were pleased with the on-site, staff-facilitated PD, the District PD opportunities, and the peer shadowing opportunities available during CPT. The PD was devoted to key areas which the teachers and other school staff members believe were important in helping our students to progress further.

6. How does the school identify educationally at-risk students in a timely manner?

Utilization of standardized test results as well as continual assessments throughout the year using the SRI and District Benchmark data, are used to assess the students in a timely manner. Students new to the building are also administered these assessments to determine needs and placement.

7. How does the school provide effective interventions to educationally at-risk students?

At risk students are provided with effective assistance through our Extended Day, Peer Tutoring, IXL, Achieve 3000, I&RS, the Child Study Team, and weekly CPT discussions on student progress. It is important to note that our RTI program was eliminated due to budget cuts. This program was extremely effective and is badly needed.

8. How does the school address the needs of migrant students?

The assessments listed above allow the school to address the needs of all students, including migrant student needs. Reviewing the results may also show patterns with some groups, which will help the school to zero in on specific needs.

9. How does the school address the needs of homeless students?

The assessments listed above allow the school to address the needs of all students, including homeless students. Reviewing the results may also show patterns with some groups, which will help the school to zero in on specific needs. Homeless student have been identified and will be targeted for interventions in the 2015-2016 school year.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and

improve the instructional program?

Teachers were involved through various discussions which were held during faculty meetings, workshops related to data analysis, Common Planning Time meetings and discussions during our monthly School Planning Team meetings.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high

school?

Data on incoming grade 6 students is analyzed to identify those who may be at risk in middle school based on attendance, discipline, and academic performance. Early interventions are attempted for these students, including a contact by the guidance counselor and a meeting with administration to provide information on the assistance available at the school. All incoming students and their parents are sent an introductory newsletter during the summer with important information about upcoming transition programs including the Rossi Retreat, orientation, and open house. For the past 3 years, Rossi School has held a Rossi Retreat summer transition program for all incoming grade 6 students and their families. The program has been expanded each year and attendance has continued to increase. Survey data indicats that the program is helpful. Before school opens, students are also invited to an orientation session and open house to help them become acclimated to the school. Schedule cards are handed out so students can meet their teachers and learn their routes to their classes. Students are supported by a guidance counselor who remains with them for all 3 years. Student progress is monitored by teachers, counselors and administration during CPT on a weekly basis. Interventions are put into place for students who are struggling. Outgoing grade 8 students are visited by their counselor to learn about their transition to high school. High school guidance counselors are invited into the school to speak with students. Grade 8 students visit the high school before the end of their 8th grade year and are offered a transition assembly program at their new school.

12. How did the school select the priority problems and root causes for the 2014-2015 schoolwide plan?

The priority problem areas are selected according to those areas that did not make target performance on the NJ ASK and using other measures of data to support the findings. Data analysis is conducted during meetings, PD sessions, CPT and SPT meetings and data driven decisions are made with the input of various stakeholders.

Based on 2014 school performance data the Hispanic and Black population met target progress in Math and with confidence interval applied. All other subgroups did not meet target progress.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Regular and Special Ed. students in grades 6, 7, and 8 are not making adequate progress in ELA according to trends in NJ ASK data as outlined in School Performance Summary data.	Regular and Special Ed. students in grades 6, 7, and 8 are not making adequate progress in Math according to trends in NJ ASK data outlined in School Performance Summary data.
Describe the priority problem using at least two data sources	**-The 2013-2014 School Performance Summary Data** indicates that no subgroups made target progress in ELA with the confidence interval applied. **-The 2012-2013 School Performance Summary Data** indicates that only the Hispanic subgroup made target progress in ELA with the confidence interval applied. **-The 2011-2012 School Performance Summary Data** indicates that the Black, Hispanic, Spec. Ed. and Econ. Dis. subgroups met target progress with the confidence interval applied.	**-The 2013-2014 School Performance Summary Data** indicates that only the Black and Hispanic subgroups made target progress in math with the confidence interval applied. **-The 2012-2013 School Performance Summary Data** indicates that only the Black and Hispanic subgroups to made target progress in math with the confidence interval applied. **-The 2011-2012 School Performance Summary Data** indicates that only the Total, Black, Hispanic, and Econ. Dis. subgroups made target progress with the confidence interval applied.
Describe the root causes of the problem	-A high percentage of students at each grade level are reading below level, which impacts their ability to achieve academic standards in ELA. -Reduction in funding has resulted in the elimination of the RTI basic skills program. There is a lack of supplemental instructional programs to support ELA.	-Based on formal and informal classroom observation data, there is an uneven implementation of the math curriculum. -A high percentage of students at each grade level are reading below level, which impacts their ability to achieve academic standards in Math. -Reduction in funding has resulted in the elimination of the RTI basic skills program. There is a lack of supplemental instructional programs to support Math.
Subgroups or populations addressed	Total Population	Total population
Related content area missed (i.e., ELA, Mathematics)	ELA	Mathematics
Name of scientifically research based intervention to address priority problems	Continued implementation of the revised ELA curriculum, accelerated ELA courses, and the IXL online program in support of the LEADS model aligned with NJCCCS.	Continued implementation of the revised math curriculum and the IXL online program in support of the Connected Math Program aligned with the NJCCCS.
How does the intervention align with the Common Core State Standards?	The ELA curricula were revised to address the new Common Core State Standards.	The math curricula were revised to address the new Common Core State Standards.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Regular and Special Ed. students in grades 6, 7, and 8 are not making adequate progress in ELA, math, and science according to trends in NJ ASK data outlined in School Performance Summary data.	
Describe the priority problem using at least two data sources	**2014 AYP** data shows that no subgroup made target progress in ELA and only the Black and Hispanic subgroups made target progress in math with the confidence interval applied. **2013 AYP** data shows that only the Hispanic subgroup to made target progress in ELA, and the only the Hispanic and Black subgroups made target progress in math with the confidence interval applied. **2012 AYP** data indicates that the Black, Hispanic, Spec. Ed. and Econ. Dis. met target growth in ELA, and the total, Black, Hispanic, and Econ. Dis. subgroups made target growth in math with the confidence interval applied.	
Describe the root causes of the problem	Students need more exposure to STEM related activities to promote problem solving and higher order thinking skills.	
Subgroups or populations addressed	Total population	
Related content area missed (i.e., ELA, Mathematics)	All subject areas with a focus on Math, ELA, and Science.	
Name of scientifically research based intervention to address priority problems	The implementation of the PLTW/STEM program will be continued and expanded to include an additional component to further address problem solving and higher order thinking skills.	
How does the intervention align with the Common Core State Standards?	Students will be exposed to another component of the PLTW/STEM program to improve students' problem solving, higher order thinking, and technology skills. This program is aligned with the NJ Common Core Standards.	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Total Population	LEADS	Teachers, Supervisors, Administration	Baseline PARCC ELA data	LEADS is a best practice research based program that incorporates read alouds, guided reading, guided writing and various center activities to assist students in building their reading and writing levels and comprehension and is supported by Reading Next and Writing Next: NCLB Reports. http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf
ELA	Total Population	100 Book Challenge	Teachers, Supervisors, Administration	For the 2015-2016 school year at least 70% of all students in grades 6, 7, 8 will improve their reading comprehension levels by at least 1 proficiency level as measured by the SRI Comprehension benchmark test from the Fall 2015 baseline to the Spring 2016.	This is a research-based program intended to promote student reading, improve reading skills and comprehension, and is supported by Reading Next, SREB, and NJDOE.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(I)(B) *strengthen the core academic program in the school;*					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Total Population	Scholastic Reading Inventory (SRI Reading Benchmark Program)	Teachers, Supervisors, Administration	For the 2015-2016 school year at least 70% of all students in grades 6, 7, 8 will improve their reading comprehension levels by at least 1 proficiency level as measured by the SRI Comprehension benchmark test from the Fall 2015 baseline to the Spring 2016.	*Scholastic Reading Inventory (SRI)* is a research-based, computer-adaptive reading comprehension assessment, developed in partnership with MetaMetrics, Inc., creators of the Lexile Framework® for Reading, the research-proven measure of reading ability and text difficulty. The Lexile® Framework for Reading: A System for Measuring Reader Ability and Text Complexity A Guide for Educators *MetaMetrics, Inc.* SRI offers educators the opportunity to use reading comprehension scores in meaningful ways.
Math	Total Population	Connected Math	Teachers, Supervisors, Administration	Baseline PARCC Math data	Research based – University of Chicago (CMP)
ELA & Math	Total Population	IXL	Teachers, Supervisors, Administration	80% of all students will demonstrate at least one grade level of growth based on IXL skill levels from Sept. 2015 to June 2016.	IXL assesses your students' performance on each standard instantly, so you will have all the information you need to prepare them for standardized testing. IXL assesses your students' understanding as they practice and generates detailed performance reports With IXL, you can identify a student's strengths and pinpoint trouble spots, view improvement over time, and measure progress based on length of practice time. You can even view the actual problems a student missed and the answers he or she submitted. http://www.ixl.com/standards/
ELA & Math	Total Population	Achieve 3000	Teachers, Supervisors, Administration	For the 2015-2016 schoolyear at least 70% of all students in grades 6, 7, 8 will improve their reading	This is a District mandated, research based program designed to improve student performance on standardized tests and District and classroom assessments supported by NJDOE and EIRC.

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
*ESEA §1114(b)(I)(B) strengthen the core academic program in the school;*				
				comprehension levels by at least 1 proficiency level as measured by the SRI Comprehension benchmark test from the Fall 2015 baseline to the Spring 2016.	
All Content Areas	Total Population	Small Learning Communities *Grade Level Communities	Teachers, Supervisors, Administration	Baseline PARCC ELA & Math data, NJ ASK Science 8 data	Research Based Concept and State mandate and research points toward a more personal approach to education supported by NJDOE and EIRC.
All Content Areas	Total Population	Common Planning Time	Teachers, Supervisors, Administration	Baseline PARCC ELA & Math data, NJ ASK Science 8 data	This is a best practice research based strategy that helps students make a connection and correlation between subject areas. Teachers delivering instruction using common themes across subject areas helps reinforce student learning and is supported by SREB: Making Middle Schools Work. Turnaround schools focus on improving instruction at every step of the reform process. Turnaround schools use data to set goals for instructional improvement, make changes to affect instruction immediately and directly, and continually reassess student learning and instructional practices to refocus the goals. http://ies.ed.gov/ncee/wwc/pdf/practiceguides/Turnaround_pg_04181.pdf page 14
All Content Areas	Total Population	Inter-Disciplinary Planning	Teachers, Supervisors, Administration	Baseline PARCC ELA & Math data, NJ ASK Science 8 data	This is a best practice research based strategy that helps students make a connection and correlation between subject areas. Teachers delivering instruction using common themes across subject areas helps reinforce student learning and is supported by SREB: Making Middle Schools Work. Turnaround schools focus on improving instruction at every step of the reform process. Turnaround schools use data to set goals for instructional improvement, make changes to affect instruction

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
					immediately and directly, and continually reassess student learning and instructional practices to refocus the goals. http://ies.ed.gov/ncee/wwc/pdf/practiceguides/Turnaround_pg_04181.pdf page 14
All Content Areas	Total Population	Differentiated Instruction	Teachers, Supervisors, Administration	Baseline PARCC ELA & Math data, NJ ASK Science 8 data	This is a research based instructional strategy where teachers tailor instruction to the interests and learning styles of students, which assists in making learning enjoyable and helps build greater student comprehension. This strategy is supported by Tatum: Teaching Reading to Black Adolescent Males; Torgesen: Actions to Accelerate the Reading Development of Struggling Readers (Governor's Reading Advisory Council) Recommendation 5. Make intensive and individualized interventions available for struggling readers that can be provided by trained specialists. http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf page 50
All Content Areas	Total Population	Data Analysis/ Data Driven Instruction	Teachers, Guidance, Supervisors, Administration	Baseline PARCC ELA & Math data, NJ ASK Science 8 data	Data analysis assists the staff determine student needs, which can then be addressed through a variety of means as outlined in this Table and is supported by Tatum: Teaching Reading to Black Adolescent Males; Torgesen: Actions to Accelerate the Reading Development of Struggling Readers (Governor's Reading Advisory Council). Teachers should adopt a systematic process for using data in order to bring evidence to bear on their instructional decisions and improve their ability to meet students' learning needs. http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf page 10 Schools must establish a strong culture of data use to ensure that data-based decisions are made frequently, consistently, and appropriately.58 This data culture should emphasize collaboration across and within grade levels and subject areas59 to diagnose problems and refine educational practices.60

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(I)(B) *strengthen the core academic program in the school;*					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf page 27 Turnaround schools focus on improving instruction at every step of the reform process. Turnaround schools use data to set goals for instructional improvement, make changes to affect instruction immediately and directly, and continually reassess student learning and instructional practices to refocus the goals. http://ies.ed.gov/ncee/wwc/pdf/practiceguides/Turnaround_pg_04181.pdf page 14

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(I)(B) *strengthen the core academic program in the school;*					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
Math, Science, Technology	Total Population	Project Lead the Way STEM Component	Teachers, Supervisors, Administration	Baseline PARCC ELA & Math data, NJ ASK Science 8 data	When students understand how their education is relevant to their lives and future careers, they get excited, and that is why PLTW students are successful. We develop all PLTW programs using the following approach and guiding tenets: • Collaboration: We seek ongoing input and feedback from students, teachers, administrators, and subject matter experts. Our work is also informed by current research and experts in academics and industry. • Research/Evidence-Based: We follow Wiggins and McTighe's approach, Understanding by Design® to develop a cohesive and coherent instructional path for students. • Problem-Based: We design activity-, project-, problem-based experiences to prepare students to solve problems. This approach creates scaffolding for student learning and provides the rigor and relevance that engages and empowers our students. independent research studies reveal that PLTW students outperform their peers in school, are better prepared for post-secondary studies, and are more likely to consider careers as scientists, technology experts, engineers, mathematicians, healthcare providers, and researchers compared to their non-PLTW peers. This is a District mandated, research based program designed for students to improve problem-solving and higher-order thinking skills. https://www.pltw.org/about-us/our-impact

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(I)(B) *strengthen the core academic program in the school;*					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Read 180	Teachers, Supervisors, Administration	For the 2015-2016 schoolyear at least 70% of all self contained spec. ed. students in grades 6, 7, 8 will improve their reading comprehension levels by at least 1 proficiency level as measured by the SRI Comprehension benchmark test from the Fall 2015 baseline to the Spring 2016.	*Scholastic Reading Inventory (SRI)* is a research-based, computer-adaptive reading comprehension assessment, developed in partnership with MetaMetrics, Inc., creators of the Lexile Framework® for Reading, the research-proven measure of reading ability and text difficulty. The Lexile® Framework for Reading: A System for Measuring Reader Ability and Text Complexity A Guide for Educators *MetaMetrics, Inc.*
Math	Students with Disabilities	V Math	Teachers, Supervisors, Administration	Baseline PARCC math data	*Vmath®* is a results-driven, research-based math intervention program for struggling students in grades 2–8. It provides a blended solution of teacher-led instruction and student-centered technology to address the different needs of students. With *Vmath*, students experience improved results and develop the foundational knowledge they need for future success in algebra. The National Mathematics Advisory Panel says ... A balanced approach is recommended for concept development, computational fluency, and problem solving. To best prepare students for algebra, a curriculum should employ a balanced approach focused on conceptual understanding, developing fluency in procedures and number combinations, and building strong problem-solving skills. *Vmath* was founded on the scientific evidence of best practices when working with struggling students. Research shows that struggling students consistently demonstrate improvement in math when an explicit instructional approach is followed. Through explicit instruction designed to meet the needs of struggling students, *Vmath* accelerates student performance in math. http://cdn2.hubspot.net/hub/208815/file-462622517-pdf/docs/product_overviews/vmath_C-F_overview.pdf

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Homeless	See above	See above	See above	See above
Math					
ELA	Migrant	See above	See above	See above	See above
Math					
ELA	ELLs	See above	See above	See above	See above
Math					
ELA	Economically Disadvantaged	See above	See above	See above	See above
Math					

Use an asterisk to denote new programs.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs</u> and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
All content areas with a focus on math and ELA	Total Population with a focus on low performing students	Extended Day	Coordinator Teachers Guidance Administration	Attendance data Measureable improvement in: Pre & post test scores Report card grades Progress reports PARCC test scores	Research shows that extended learning programs are effective for low performing students to improve achievement and standardized test performance. ETTC/EIRC/Education Commission on the States 05, National Academy of Education 09
All content areas with a focus on ELA & math	Low performing students & High performing students	Peer Tutoring	Guidance Administration	Measureable improvement in: Report card grades Progress reports PARCC test scores	Research shows that extended learning programs are effective for low performing students to improve achievement and standardized test performance. ETTC/EIRC/Education Commission on the States 05, National Academy of Education 09
ELA Math	Students with Disabilities	See Above	See Above	See Above	See Above
ELA Math	Homeless	See Above	See Above	See Above	See Above
ELA Math	Migrant	See Above	See Above	See Above	See Above
ELA Math	ELLs	See Above	See Above	See Above	See Above
ELA Math	Economically Disadvantaged	See Above	See Above	See Above	See Above

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Use an asterisk to denote new programs

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategies	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
All content areas with a focus on ELA and math	Total Population with a focus on low performing students and bridging achievement gaps	-District in-service -School-based in-service -CPT meetings -Faculty meetings -Vertical/Horizontal articulation Topics to include: Achieve 3000, IXL, NJCCCS, PLTW/STEM, SIOP, SRI, school climate/HIB, Wired Differently	-Supervisors -Administration -Teacher facilitators	-Teacher SGO data in ELA from SRI benchmarks, and District math benchmarks. -PARCC baseline data -Walkthrough observations -Formal evaluations -PD survey data	SREB Making Middle Schools Work
ELA Math	Homeless	See Above	See Above	See Above	See Above
ELA Math	Migrant	See Above	See Above	See Above	See Above
ELA Math	ELLs	See Above	See Above	See Above	See Above
ELA Math	Economically Disadvantaged	See Above	See Above	See Above	See Above

Use an asterisk to denote new programs.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2014-2015? Will the review be conducted internally (by school staff), or externally?

   The review will be conducted both internally and externally. The process and all data and scores collected will be reviewed during School Planning Team meetings throughout the school year. All pupil progress indicators results are made available via report cards, monthly newsletters, the parent portal, district and state web sites. All data is subsequently sent to District offices for their perusal, input, evaluation, and suggestions/recommendations.

2. What barriers or challenges does the school anticipate during the implementation process?

   A lack of funding 1) to purchase more technology to support more programs and more students working at one time; 2) to compensate staff for the time necessary to adequately prepare documentation of the effectiveness of programs; and 3) a reduction in staff.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

   Most of the suggested programs are already in place and have been accepted by the stakeholders. Also, members of the School Planning Team make all stakeholders aware of new suggestions and ask for their input to help alleviate any disruption or interference of recommended programs.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

Verbal feedback from staff during faculty meetings, CPT meetings, SPT meetings, and other meetings, as well as surveys of staff perceptions will be used throughout the year to help gauge perceptions of the effectiveness of the programs.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

School climate surveys will be used throughout the year to help gauge perceptions of the effectiveness of the programs.

6. How will the school structure interventions?

The interventions are built into the students' educational program via differentiated instructional strategies. Students will also receive interventions through Peer Tutoring and Extended Day programs after school if possible. Teachers will monitor student interventions during CPT using an interventions spreadsheet. Students will be referred to I&RS if more interventions are needed.

7. How frequently will students receive instructional interventions?

Depending on the type of intervention, students' participation in the program(s) ranges from daily to two to three times per week.

8. What resources/ technologies will the school use to support the schoolwide program?

Research-based programs with educationally supported best practices are supported by one on one instruction accompanied by assisted technology through tablets, desk tops, chromebooks, laptops, SmartBoards, and other types of technology which may become available during the school year. The IXL and Achieve 3000 programs will be available for additional skills support.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

Daily, weekly, and monthly reports related to student achievement are assembled and reviewed by the teachers during CPT and discussed by the SPT. This data includes report card grades, progress reports, standardized test scores, SRI, District benchmark tests, attendance, discipline, and the interventions that have been attempted. Interventions spreadsheets are utilized to document a concise overview of student progress and interventions and monitored during CPT weekly.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

Scores, grades, evaluations and other results are available through monthly newsletters, mid-quarter progress reports, report cards, school report card, NJ State Report Card, staff meetings, and letters to individually affected constituents.

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
All Content Areas	Total Population -Incoming grade 6 students -Returning grade 7 & 8 students	Rossi Retreat Student Transition Program & VEA/PTO Welcome Fair 8/12/15	Administration Guidance Support staff VEA volunteers PTO volunteers Y2Y/Just Say No NJHS Safety Patrol	Attendance compiled from sign in sheets	Education Weekly Vol. 31, Issue 13, Pages 1-23 Study Links Academic Setbacks to Middle School Transition by Sarah D. Sparks
All Content Areas	Total Population	District Open House Orientation 9/1/15	Administration Guidance Teachers Support staff PTO volunteers Safety Patrol	Attendance compiled from sign in sheets	Research Based: Review of Educational Research, December 2002; The Journal of Educational Research 1999; Department for Education and Skill Research Report RR433, 2003.
All Content Area	Total Population	Back to School Night 9/17/15	Administration Guidance Teachers Support staff PTO volunteers Safety Patrol	Attendance compiled from sign in sheets	Research Based: Review of Educational Research, December 2002; The Journal of Educational Research 1999; Department for Education and Skill Research Report RR433, 2003.
Character Education	Total Population	The Youth Alliance Family Program 10/19/15	Administration Guidance Teachers Support staff	Attendance compiled from sign in sheets	Research Based: Review of Educational Research, December 2002; The Journal of Educational Research 1999; Department for Education and Skill Research Report RR433, 2003.
All Content	Total Population	Education Week	Administration	Attendance compiled from sign in	Research Based: Review of Educational

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Areas		Open House 11/17/15	Guidance Teachers Support staff	sheets	Research, December 2002; The Journal of Educational Research 1999; Department for Education and Skill Research Report RR433, 2003.
All Content Areas	Total Population	Health & Family Resource Fair 11/23/15	Administration Guidance Teachers Support staff PTO volunteers Community participants	Attendance compiled from sign in sheets	Research Based: Review of Educational Research, December 2002; The Journal of Educational Research 1999; Department for Education and Skill Research Report RR433, 2003.
All Content Areas	Total Population	Parent Conferences 11/23/15 & 11/24/15 2/8/16 & 2/9/16	Administration Guidance Teachers Support staff	-Attendance compiled from sign in sheets -Parent surveys	Research Based: Review of Educational Research, December 2002; The Journal of Educational Research 1999; Department for Education and Skill Research Report RR433, 2003.
ELA/ Math	Total Population	"A Walk in the PARCC" Parent Meeting 2/18/16 tentative	Administration Guidance Teachers Support staff	Attendance compiled from sign in sheets	Research Based: Review of Educational Research, December 2002; The Journal of Educational Research 1999; Department for Education and Skill Research Report RR433, 2003.
All Content Areas	Total Population	Multi-Cultural Night 2/26/16 tentative	Administration Guidance Teachers Support staff PTO volunteers Community participants	Attendance compiled from sign in sheets	Research Based: Review of Educational Research, December 2002; The Journal of Educational Research 1999; Department for Education and Skill Research Report RR433, 2003.
All Content Areas	Total Population	VEA Academic Showcase 4/21/16 tentative	Administration Guidance Teachers Support staff	Attendance compiled from sign in sheets	Research Based: Review of Educational Research, December 2002; The Journal of Educational Research 1999; Department for Education and Skill Research Report RR433, 2003.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
All Content Areas	Total Population	Principal's List Dinner 6/13/16 tentative	Administration Guidance Teachers Support staff	Attendance compiled from sign in sheets	Research Based: Review of Educational Research, December 2002; The Journal of Educational Research 1999; Department for Education and Skill Research Report RR433, 2003.
All Content Areas	Total Population	Grade 8 Awards Ceremony & Grades 6, 7, 8 Daytime Awards Dates TBD	Administration Guidance Teachers Support staff	Attendance compiled from sign in sheets	Research Based: Review of Educational Research, December 2002; The Journal of Educational Research 1999; Department for Education and Skill Research Report RR433, 2003.

Use an asterisk to denote new programs

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

    It is important that the parents know what areas are in need of improvement. The involvement of parents can have both direct and indirect effects on the issues. Whether it is academics of other types of school related activities, parents play a major role in helping to develop their children, the positive attitudes toward school, which are needed for students to understand the importance of school and therefore perform at their best potential.

2. How will the school engage parents in the development of the written parent involvement policy?

    Through discussions during various school related meetings such as CST meetings, 504 meetings, I&RS meetings, School Safety Team meetings, PTO meetings, conferences etc. we gather input regarding parental involvement activities. Parents are also surveyed during parent conferences in order to get their feedback on important topics related to parental involvement, the school, and their child's education.

3. How will the school distribute its written parent involvement policy?

    Based on parental feedback obtained from surveys and meetings, the parental involvement policy will be written and shared with parents via their child in the parental communication folders.

4. How will the school engage parents in the development of the school-parent compact?

    The school-parent compact was developed by the district. The schools distribute to parents to review.

5. How will the school ensure that parents receive and review the school-parent compact?

    This compact is distributed at the beginning of each school year to all students to be brought home to parents. Parents review the compact at that time and sign that they received it.

6. How will the school report its student achievement data to families and the community?

Student achievement data is communicated to the public through the district mailing out the various score results to the parents. The New Jersey School Report Card also gives pertinent information regarding student achievement data. The school website has a link to this document.

7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III?

    Each year the school district communicates through a letter to parents what the status of improvement is for each school.

8. How will the school inform families and the community of the school's disaggregated assessment results?

    This information is reported in the New Jersey State Report Card. This information is available on the District and school website.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

    Family and community feedback regarding Title I Schoolwide Plan programs is received through discussions during various meetings such as CST meetings, 504 meetings, I&RS meetings, PTO meetings, parent conferences, SPT & SCT meetings. Parents were also surveyed during parent conferences to get their feedback on important topics related to the school and their child's education. The survey results are used in the completion of the Title I Schoolwide Plan and are summarized in the final parent newsletter each year.

10. How will the school inform families about the academic achievement of their child/children?

    Parents receive progress reports mid-marking period and report cards at the end of each marking period. There is ongoing communication between the teachers, counselors, and parents via email, phone, student agendas, mailings, meetings, outcalls, online grades, and other avenues that help keep families up to date on their child's achievement and progress.

11. On what specific strategies will the school use its **2014-2015** parent involvement funds?

    Parental involvement funds were used to bring families in for a summer transition program for our incoming 6th graders and welcome fair for all grade levels. These funds were also used for the Principal's List dinner for any student who achieved all A's for any marking period. The parental involvement funds are decreasing each year, and did not fully fund these events this year.

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%	Good salaries, maintain positive school culture, provide ongoing professional development opportunities, opportunities for common planning time with colleagues
	All teachers are currently Highly Qualified	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0%	
	All teachers are currently Highly Qualified	
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	100%	Good salaries, maintain positive school culture, provide ongoing professional development opportunities, maintain consistent and fair expectations for performance.
	All paraprofessionals are currently Highly Qualified	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*	0%	
	All paraprofessionals are currently Highly Qualified	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Good salaries, maintain positive school culture, provide ongoing professional development opportunities, opportunities for common planning time with colleagues	District Human Resources, District and School Administration